Strategies and Tactics to Improve Diversity and Excellence

Faculty Recruitment Training for Diversity and Excellence

The Power of Diversity to Enhance Excellence is Recognized in Many Sectors

- Socially and intellectually diverse teams make better decisions
STRIDE Approach to Recruiting for Diversity and Excellence Widely Emulated

STRIDE was launched in 2002 at the University of Michigan and continues to be recognized as a valuable faculty recruitment resource there.

STRIDE members have visited dozens of campuses worldwide to help launch local versions of this approach to recruiting.

STRIDE materials have been copied by many of our premier competitors in the search for excellent faculty.

Changing Faculty Composition

- We are recruiting an increasingly diverse faculty—but we have more work to do.
  - We’ve made more progress on gender diversity than on racial/ethnic diversity.
  - We are a historically white university, and many of our fields are still dominated by one gender. Where do we want to be in 10 years?
Overview

- Why diversity and excellence go hand-in-hand
- What research can tell us about improving the search process
- How to apply these strategies to stages in the search process
  1. Getting great applications from the best applicants
  2. Achieving excellence and diversity in the short list
  3. Managing the visit
  4. Choosing and attracting the candidate
- Conclusion

Why Do We Need to Recruit Diverse Faculty in Order to Attain Excellence?

- A diverse faculty can provide positive role models and mentors for our diverse student body
- Pursuing underrepresented diversity provides access to talent we currently lack
- Socially and intellectually diverse teams make better decisions
  - Racially diverse juries deliberated more thoughtfully about an African American defendant
  - Gender-diverse offices in a professional services firm generated more revenue

STRIDE Recommended Literature can be accessed via
http://advance.umich.edu/stride-literature/

Carrell, Page, & West (2009), Denney & Daegupta (2017), Ellison & Mullin (2015),
Recruiting and Decision-making

• Selecting the right new colleagues is difficult!
  – How do we predict, on the basis of meager evidence, who will contribute the most over 20 or 30 years?
  – How do we compare candidates in very different specialties, or at different stages of their careers?
• Experts are especially subject to fallacies.
  – Illusions of validity, skill, and confidence
  – Anchoring/ Focusing effects
  – The narrative fallacy
• Recruiting matters. We should do it in a scholarly way.

Schemas: One Way to Think Fast

• Schemas are expectations (or stereotypes).
• They allow rapid, but sometimes inaccurate, processing of information.
• They often conflict with consciously held or “explicit” attitudes.
• Can change based on experience and exposure.

The Implicit Association Test:
A simple and convincing way to explore the effects of your own schemas.
Take it at: implicit.harvard.edu

Schemas and Unconscious Biases

- Explicit discrimination can often be recognized, but...
- Research shows that we all – regardless of the social group we belong to – have unconscious biases: we perceive and treat people differently based on social groups they belong to. We invoke different schemas.
- Research also suggests ways to overcome these biases and improve decision making.

What Increases the Use of Schemas?

- Stress from competing tasks
- Time pressure
- Ambiguity/incomplete information
- Lack of critical mass (solo status)

...and schemas can influence decision making.

Schema Example: Race in Hiring

- White applicants receive 50% more callbacks for interviews.
- Black applicants need 8 more years of experience to reach parity.

Similar patterns for other social identity groups

- Gender
- Immigrant Status
- Sexual Orientation

Application packages differ only in name

Jamal
Greg


Schema Example: Parental Status in Hiring

Mother
- Active in Parent Teacher Association
- “Nonmother”

Father
- Active in Parent Teacher Association
- “Nonfather”

When evaluating equally qualified same-gender job applicants...

Mothers...
- were rated as less competent and less committed to paid work than nonmothers.
- were less likely to be recommended for hire, promotion, and management, and were offered lower starting salaries than nonmothers.

Fathers...
- were rated as more committed to paid work than nonfathers.
- were offered higher starting salaries than nonfathers.
Leadership Bias

Gender
– Classic study shows that women at head of table are identified as the leader only 1/2 as often as men.
– Masculine traits are associated with leadership, and yet women can be penalized for exhibiting them.

Race/ethnicity
– Asian/Asian-Americans (A/AA) are under-represented in leadership positions.
– Stereotypes of Asians/Asian-Americans do not match stereotypes of leaders.

Why This Matters for Us: Bias Could Have Affected Past Evaluations of Candidates

Race Disparities in Grant Success

- 83,188 NIH grant applications from 40,069 individuals from 2000-2006.
- Differences in funding rate remain after controlling for education and training, previous NIH experience, research productivity, and other relevant factors.
- Results led to major review and reform of processes by NIH.
Gender Citation Gap

- Citation patterns systematically favor male authors
- Papers with female authors in key positions cited less than those with male authors in key positions
- Author names inferred to be male were given higher ratings and viewed as more scientific than author names inferred to be female

Accumulation of Advantage and Disadvantage...

- Research reveals biases in evaluation (resume studies) and outcomes (e.g. awards, leadership).
- Because small advantages and disadvantages accrue, they can have significant impacts: “Mountains are molehills piled one on top of the other” (Valian).
- Search committee members must decide how to weigh indicators that are the result of biased processes.

John and Yamila: Both Assistant Professors at the University of Professorial Dreams

<table>
<thead>
<tr>
<th>Teaching I</th>
<th>Assigned to small courses in his specialty.</th>
<th>Assigned to introductory level and required core courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching II</td>
<td>Commands automatic respect of students; teaching evaluations are great.</td>
<td>Contends with disrespectful students; teaching evaluations are mixed.</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Wins award — department throws reception.</td>
<td>Wins award — announced via email.</td>
</tr>
<tr>
<td>Service</td>
<td>Appointed to departmental executive committee.</td>
<td>Appointed to many committees</td>
</tr>
<tr>
<td>Work-life balance</td>
<td>Partner is having a baby!</td>
<td>Having a baby(!!)</td>
</tr>
</tbody>
</table>

Years later...
Successfully promoted to Full Professors...
they achieved equal rank, but not equal standing

“Small” differences in treatment and opportunities accumulate.
Choosing Differently

- What if we could prevent schemas from distorting our evaluation of job-relevant criteria?
- Data from 14,000 applicants
- Use of a screen increased the probability that a woman would advance from preliminary rounds by 50%


Discuss Your Ideas With the Person Next to You

How might schemas or accumulation of advantage/disadvantage influence the search process?

Four Stages of the Search Process:

1. Getting great applications from the best applicants
2. Achieving excellence and diversity on the short list
3. Managing the visit
4. Choosing and attracting the candidate